

EXHIBIT 108

Rutland 002910 Search Fiscal Agent Programs Collection Audit Trail Attachments

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Grants Information

Fiscal Year: 2021
 System Name: 858 - Northeast Georgia RESA
 Name: GNETS
 Status: Coordinator Signed Off

Program Information

Name: Rutland Academy
 Director: Celest Ngeve
 City: Athens
 Systems Served: 13

Form Name	Status
GNETS Site Location	Complete
Projections by GNETS Site Location	Complete
Staffing Pattern	
Student Transition Form	Complete
Service Delivery – Behavioral Support & Therapeutic Services	Complete
Service Delivery – Severe Behavior Management & De-escalation	Complete
Service Delivery – Crisis Management	Complete
Service Delivery – Instructional & Academic Supports	Complete
Service Delivery – Supplemental Instruction	Complete
Service Delivery – Mental Health Collaboration	Complete
Service Delivery – Personnel List	Complete
Service Delivery – Integration of Services and Capacity Building	Complete



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Service Delivery – Mental Health Collaboration



*Describe any formal collaboration with community agencies to enhance students' social, emotional, and/or behavioral development.

The community agencies that worked with students to enhance students' social/emotional and/or behavioral development are: Pathways, Advantage Behavioral Health Systems, Social Empowerment Center, Viewpoint Health, Bethany Christian Services and the Department of Behavioral Health.

*Number of mental health or community agencies that visited your site:

6

*Number of students that received services from an external agency:

31

Number of students who were seen for:

***Counseling:**

42

*Interview

43

*Check in:

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*Other:

0

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Service Delivery – Mental Health Collaboration

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Number of students who were seen for:

*Counseling:

42

*Interview:

42

*Check-in:

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*Other:

0

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Service Delivery – Supplemental Instruction

2

List the evidence-based academic interventions and supports provided to students to improve performance in reading, writing and mathematics.

*Reading interventions being used in our program:

Reading intervention programs currently being implemented are:
Wilson Reading
Fundations
Easy CBM
Reading A-Z
Flocabulary
Edgenuity
Moby Max
i-Ready
Brain Pop

*Math interventions being used in our program:

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Math intervention programs currently being implemented are:
i-Ready
Moby Max
Envision
Edgenity
Brain Pop

*Writing interventions being used in our program:

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Writing intervention programs currently being implemented are:

Wilson Reading (writing components)

i-Ready

Write Source

Brain Pop

***How are teachers supporting students when they are not making progress?**Normal **S**ans Serif **B** **I** **U** **A** **¶** **≡** **☰** **↶** **↷**

Teachers are providing remediation (1:1 and small groups), enrichment opportunities via supplemental instruction (i-Ready, Moby Max, Brain Pop) and giving students opportunities for extra credit projects/activities as well as credit recovery opportunities.

***How is academic data being used by leadership to support students, staff and parents?**Normal **S**ans Serif **B** **I** **U** **A** **¶** **≡** **☰** **↶** **↷**

Academic data is being utilized by leadership to drive how instruction is implemented and the development of individual students' instructional diets, tiering students and determine which interventions are needed to support students growth, determine which professional learning topics are focused on for teachers/staff as well as the areas to focus on during parent workshops. The academic data is also utilized to meet with parents and LEA's about the additional academic supports needed such as math rubrics.

***Describe the procedures used to ensure supplemental academic interventions are implemented with fidelity.**Normal **S**ans Serif **B** **I** **U** **A** **¶** **≡** **☰** **↶** **↷**

Providing students with supplemental virtual learning opportunities and ensuring parents have login credentials in order for students to work on supplemental activities at home, progress monitoring via i-Ready reports (diagnostic), analyzing student data each quarter to identify growth areas, ongoing growth monitoring reviews weekly via Teacher-as-Advisor with the caseload manager and the students and ongoing academic professional learning for teachers.

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Service Delivery – Instructional & Academic Supports



Instruction in Georgia Standards of Excellence (GSE)

*What strategies/steps are implemented to ensure that all students have/will have access to Georgia Standards of Excellence (GSE)?

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Professional learning is provided during pre-planning and throughout the school year on writing successful lesson plans for students with emotional behavioral disorders, lesson plans are reviewed by administration biweekly, formal and informal observations are done by administration to ensure that standards-based lessons and standards-based feedback is being provided to students consistently. Teachers and staff are also provided with small group and 1:1 support, as needed, to help with writing effective lesson plans that are in alignment with the Georgia Standards of Excellence.

*Describe the professional learning that will be provided for staff to deliver and monitor grade level GSE.

*How many staff members are trained to deliver GSE?

28

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Each staff member that works directly with students receive professional learning on the Georgia Standards of Excellence for each grade level and how to unpack the standards during pre-planning and throughout the school year. Teachers, paraprofessionals, the school social worker, the intensive interventionist and coordinator all participate in professional learning provided to the staff. Grade level chairs conduct informal observations of their grade levels to provide additional support to their teaching teams. Administration conducts formal and informal observations monthly to ensure that each grade level is monitored on delivering the Georgia Standards of Excellence.

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*Describe the procedures for monitoring the delivery of classroom instruction and student outcomes.

Formal and Informal observations, reviewing student data with the caseload managers and students, observing Teacher-As-Advisor weekly conferences as the teacher and student review their progress academically and socially/emotionally/behaviorally and students develop mini goals for themselves to accomplish within the following week. Teachers with specific areas for growth are provided with 1:1 support from administration and are also given opportunities to observe other model teachers instructional delivery in order to identify new strategies they can implement in the classroom. Formal and informal conferences with the caseload managers also happen as often as needed to best support the teachers/paraprofessionals to make sure they're adequately supporting students.

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Briefly describe the procedures used for the safety of staff and students. Describe how new staff are provided with initial training about GNETS crisis management procedures.

*How often are updates in crisis management provided for all staff?

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City: Athens
Systems Served: 13



Service Delivery – Severe Behavior Management & De-escalation



List the training provided to staff for the prevention and management of severe behaviors, including the use of restraint: (e.g., MindSet, CPI, LSCI).

What percent of your staff are trained in these strategies and how do GNETS administrators and supervisors ensure that these initiatives are implemented with fidelity?

*Number of Students restrained:

15

*Percentage of Students restrained:

17

*Number of Students de-escalated:

15

*Percentage of Students de-escalated:

100

The entire staff (100%) is trained in Mindset at the beginning of the year and provided with ongoing refresher trainings throughout the year. Administration and other leadership team members provide ongoing support to team members and students before, during and after crisis situations arise. The 4-step counseling model is reviewed during staff meetings and grade level debriefings in order to help students verbally de-escalate to avoid physical contact. Administration provides feedback to teachers and staff regarding safe and consistent implementation of the Mindset curriculum.

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City Athens

Systems Server: 13

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Service Delivery – Behavioral Support & Therapeutic Services

2

List the Behavioral Supports and Therapeutic Services available for students across each tier.

Tier 1 - All Students Tier 1 supports and services are provided daily for 100% of students.

*Number of Students in Tier 1:

3

*Percentage of Students in Tier 1:

3

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Tier 1 (PBIS incentives(Fun Friday, Student of Month, school store, classroom store, Fox P.R.I.D.E bucks, fitness run opportunities, movie gallery, lunch with peer, teacher, admin), positivies points through the Student Achievement Model, homework pass, part of committees(salon, fitness, programs), leadership opportunities, positive recognition referral, Intergration back to home school.

Tier 2 - Small groups of Students How often are Tier 2 services provided and for what percent of students?

*Number of Students in Tier 2:

7

*Percentage of Students in Tier 2:

8

Tier 2 services are provided daily for 8% of our students. Tier 2 (PBIS incentives(Fun Friday, Student of Month, school store, Fax P.R.I.D.E bucks, fitness run opportunities, movie gallery), homework pass, positives points through the Student Achievement Model, and positive recognition referral, check in/out, daily verbal praises, and behavior contract.

Tier 3 - Very few or Individual Students How often are Tier 3 services provided and for what percent of students? How will students' responses to these intervention supports and services be monitored? How will the fidelity of intervention implementation be monitored?

*Number of Students in Tier 3:

78

*Percentage of Students in Tier 3:

88

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Tier 3 services are provided for 88% of our students. Students respond well to the intervention supports and services through tier 3 and services are monitored our Student Achievement Model. Tier 3 is implemented with fidelity and monitored by all staff members through the Student Achievement Model. Tier 3 (PBIS incentives(Fun Friday, Student of Month, school store, Fox P.R.I.D.E bucks, fitness run opportunities, movie gallery), positives points through the Student Achievement Model, and positive recognition referral, therapeutic walks, calming room, verbal/non-verbal redirection, learning points through the Student Achievement Model, removal from group, removal from class, time with the Intensive Interventionist, loss of PBIS incentives/privileges, physical restraint, parental contact, behavior contract, collect new FBA data, revise SIP, collaboration with counselor and/or social worker.

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Name of District Served	Returned to Home School/District	School-based GNETS Classroom/working	GNETS Center Base	Residential Placement (all short-term stabilization)	Total
607 - Barrow County	0	0	5	0	5
629 - Clarke County	1	0	10	0	11
652 - Elbert County	0	0	6	0	6
666 - Greene County	0	0	4	0	4
678 - Jackson County	1	0	10	0	11
695 - Madison County	1	0	7	0	8
704 - Morgan County	0	0	1	0	1
708 - Oconee County	1	0	6	0	7
709 - Oglethorpe County	0	0	2	0	2
747 - Walton County	1	0	10	0	11
771 - Commerce City	0	0	3	1	4
779 - Jefferson City	0	0	3	1	4
786 - Social Circle City	1	0	2	0	2

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Grand Total

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Staffing Pattern

**↳ Staff X**

Staff	Staff Type	State Grant	Federal VI-B	Total	LEA Funded	Grand Total
▼ Support Staff						
Psychoeducational/GNETS School Secretary/Clerk	Existing Staff	1	0	1	0	1
▼ Student Support Services						
GNETS Social Worker	New Staff	1	0	1	0	1
GNETS Nurses	Existing Staff	1	0	1	0	1
▼ Other Personnel						
Assistant Personnel	Existing Staff	1	0	1	0	1
▼ Instructional Staff						
GNETS Teacher – Grant Funded	Existing Staff	7	0	7	0	7
GNETS Para-professional/Teacher Aide	Existing Staff	5	0	5	0	5

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GNETS Teacher		1	0	1	0	1
- Grant						
Funded						
GNETS Teacher	Existing Staff	7	0	7	0	7
- Grant						
Funded						
GNETS Para-professional/Teacher Aide	New Staff	3	0	3	0	3
GNETS Para-professional/Teacher Aide	Existing Staff	4	0	4	0	4
▼ Administrators						
Director of GNETS program	Existing Staff	1	0	1	0	1
▼ Grand Total						
Total		32	0	32	0	32

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Site Location Name, Address and Operating Hours	Location Type	Elementary School			Middle School			High School			Therapeutic Staff - Ft/Pt
		No. of Clas ses	No. of Teac hers	No. of Para Prof essi onal s	No. of Clas ses	No. of Teac hers	No. of Para Prof essi onal s	No. of Clas ses	No. of Teac hers	No. of Para Prof essi onal s	
Rutland Academy, 1250 Oglethorpe Ave Athens GA 30606, 8:00AM to 4:00PM	Center	3	3	3	4	4	4	4	4	4	4
Grand Total		3	3	3	4	4	4	4	4	4	4

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GNETS Site Location



Site Location Name	Address	Hours From	Hours To	System Served
Rutland Academy	1250 Oglethorpe Ave Athens GA 30606	8:00AM	4:00PM	

1 - 1 of 1 items